

Training Guide and Template

Use the Training Guide and Template to design and deliver effective trainings that build staff skills.

Training Design

Effective trainings share an essential feature: they are well planned, with key elements and implementation details carefully thought through.

Objectives

- What should participants know, understand, and be able to do as a result of the training? What do they already know? Tailor objectives to the participants.
- Write objectives as specifically as possible, stating what participants will learn and how you can check to see if objectives are met.
- Detailed objectives help you design the training itself. For example, “Participants will learn about aligning to the school day” is less useful for designing a training than “Participants will be able to state five techniques for successful alignment.”
- Consider process and staff development objectives, as well. These may include, for example, building staff cohesion, encouraging leadership, or helping staff see themselves as informal educators.

Content and Time

- Use the amount of training time available to determine the amount of content to include, rather than trying to cram all the content into a timeslot.
- Clearly align training content to the objectives.
- If it seems like too much content for the time – too many new concepts or techniques, too big a leap from what participants already know, too complex – chunk it into smaller parts to work with over two or more sessions. Adjust objectives for each session accordingly.
- All trainings should have a purposeful opening, a more intensive content development, demonstration, and practice component, and a closing and wrap-up.
- Allow time for a closing that includes consolidation of key points covered, implications for immediate practice, and implementation steps.

Presentation and Practice Activities

- Generate enthusiasm and interest in the training topic. If you seem bored, it will be boring!
- Know your topic and the training
- Be sure participants know the objectives and time frame of the training.
- Organize different ways to present information and engage participants. ‘Ask first, then show or explain’ is a good rule of thumb. On any concept, topic, idea, or technique, ask participants what they think, what they know, or for examples from their experience. Then debrief or extract key elements to illustrate the points. Or, you can engage participants in an activity that will illustrate the point, then debrief, ask for other examples or experiences, and summarize with the main point or concept you want to make.
- Use varied activities and groupings throughout the training to engage participants with different learning styles, in different ways. For example, use techniques such as individual, pairs, trios, half-group, and full-group; group charting and report-out; group activity and demonstration; discussions; role plays; fishbowl; concept-mapping; physically active (e.g.: divide the room) or quiet. For longer trainings, pay attention to forming and mixing up groups.
- Be sure that every activity and its format help achieve the overall training objectives.



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Logistics, Setting the Stage, Materials and Prep

- Map out your training (with the template provided or another tool). Time it. Be aware that large groups and large-group activities take longer, just for people- and materials-moving.
- Set up training materials and space in advance, and make the space as enticing as possible.
- Provide warm-up activities or materials for participants to play with, work on, or fidget with as others arrive. This models afterschool transitions!
- Make training materials attractive and easy-to-use. Have extras.
- Provide take-and-do materials staff can use right away.
- Allocate time for breaks if the training is more than 90 minutes.

Leading Trainings

Pre-start

Create a welcoming, inclusive, and open environment; greet people, by name if possible.
Have your notes and presentation materials at hand.
Start on-time.

Opening and introductions

- Effective trainings often begin with an opening activity that relates to the training objectives, and gets participants thinking, talking, and sharing experiences.
- Introduce yourself to the group; have participants introduce themselves (or each other), as needed.
- Introduce the topic; explain its importance.
- Ask about and connect topic with participant experience, successes, and challenges.
- Tweak training emphases and timing based on participant experience and feedback.

Training content middle

- Engage participants in new concepts or practices.
- Explain concepts and/or practices; demonstrate the concept to the group.
- Scaffold on participants' prior knowledge and experience.
- Provide time for participants to discuss, explore, and practice.
- Have participants apply new concepts and practices concretely and specifically to their own work, program, and youth.
- Elicit discussion of challenges, and of approaches to addressing challenges.
- Provide time for discussion and questions (pairs, small groups, or full group).

Closing

- Circle back to objectives, and consolidate or recap learning from the training..
- Ask participants to reflect on their learning in some way.
- Have participants address action plans or next steps to implement or act on learning, as relevant.
- Acknowledge time and effort of participants.
- Solicit input on the value of the training, its effectiveness, and topics for additional trainings.



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Template and Tips

Topic: _____

Objectives: _____

Total amount of time: _____ Number of participants: _____

Preparation: _____

Materials: _____

Training Opening

- Engage Participants _____ minutes
(Ice breaker/warm up activity related to the topic)

- Introduce the Topic _____ minutes
(Motivate participants, show them why the topic is important, and share objectives and agenda)

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Training Middle

___ minutes

(Explain the topic in detail, demonstrate the concept and discuss it, and practice and apply the topic)

Training Wrap Up and Closing

- Summarize the Topic _____ minutes
(Connect back to the objectives, check for understanding, discuss questions)

- Plan Next Steps _____ minutes
(Be specific about application to immediate practice.)

- Closing Comments _____ minutes
(Acknowledge, motivate and inspire)

Quick Check for Facilitator/Trainer

Reflect on how the training went to develop training skills, think about future training topics, and note potential next steps.

Topic: _____

Date: _____

Attendees: _____



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Check all that apply:

Response from participants:

- | | |
|---|--|
| <input type="checkbox"/> Was meaningful and useful | <input type="checkbox"/> Responsive and engaged |
| <input type="checkbox"/> Respectful but neutral | <input type="checkbox"/> Appeared bored or indifferent |
| <input type="checkbox"/> Rejected or resisted ideas | <input type="checkbox"/> Other _____ |

The material seemed to be:

- | | |
|--|--|
| <input type="checkbox"/> Interesting, motivating | <input type="checkbox"/> Do-able |
| <input type="checkbox"/> Understandable | <input type="checkbox"/> Right amount, appropriate level |
| <input type="checkbox"/> Irrelevant to the program and staff | <input type="checkbox"/> Too advanced or complex |
| <input type="checkbox"/> Too much for the time available | <input type="checkbox"/> Other _____ |

Changes for this or other sessions:

- | | |
|--|---|
| <input type="checkbox"/> More activities | <input type="checkbox"/> Better prep by the facilitator |
| <input type="checkbox"/> Draw more on participants' experience | <input type="checkbox"/> More review, move slower |
| <input type="checkbox"/> Incorporate more collaboration | <input type="checkbox"/> Move faster |
| <input type="checkbox"/> Other _____ | |

Other Topics to Cover: _____

Notes and Next Steps: _____
